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ABSTRACT

A description and evaluation of Project PA-I, URRD/ECI Pilot Program for dropouts is provided in this document. This program was funded by the Washington State Superintendent of Public Instruction under the Urban, Rural, Racial Disadvantaged Education Program (URRD) and conducted by Educational Consultants, Inc. in Everett, Washington from February 2, through June 30, 1976. The program was for hard core school dropouts, under 19 years of age, not enrolled in any school program, and who met at least one other criteria: failing to score a minimum of 9th grade level on a standardized test, being referred by juvenile court, or being suspended from school. Twenty-five students were enrolled in the project and 65 non-URRD students with similar characteristics were alsc enrolled The program contained academic and behavioral components. Students were enrolled for an average of 15.1 weeks, attending classes four hours a day. The average academic growth for the completing students was 4.3 grade levels. This document includes a separate section which reports the results of a follow-up study on the program. Educational Consultants Inc. (ECI), a private educational clinic, conducted this study during October 1976 to determine whether the persons who had been project participants were engaged in constructive activity, or a furthe educational program, or defined as unemployed. The study found 87% of the former project participants employed or pursuing further education after accounting for those who had returned to ECI to complete the project or were confined to their homes for medical reasons. (Author/AM)

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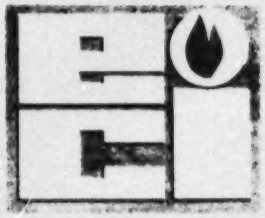

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REPORT

DESCRIPTION AND EVALUATION

ECI/URRD PILOT PROGRAM FOR DROPOUTS

CONDUCTED BY
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EVERETT, WASHINGTON
FEBRUARY-JUNE 1976

SUBMITTED TO
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AUGUST 1976

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" they no longer exist who are without hope "

ABSTRACT

This report provides a description and evaluation of Project PA-1, "URRD/ECI Pilot Program for Dropouts," funded for $25,000 by the Washington State Superintendent of Public Instruction under the Urban, Rural, Racial Disadvantaged Education Program (URRD) and conducted by Educational Consultants, Inc. (ECI) in Everett, Washington from February 2 through June 30, 1976. The program was for "hard core" school dropouts who were under 19 years of age, not enrolled in any school program, and met at least one of the following additional criteria: failing to score a minimum of ninth grade level on a standardized test of spelling, mathematics or word recognition; being referred by the juvenile court; or being suspended from school. Twenty-five students were enrolled in the project and another 65 "non-URRD" students with similar characteristics were also enrolled in the program.

The average URRD student was 16 years old, had dropped out of grade 10 and had been out of school for 9.6 months. Pre-tests showed the students' abilities to be an average of 2.2 grade levels below the grade they had dropped out of. 89 percent had left school due to lack of motivation. 37 percent were on probation from the county juvenile court, and an overlapping 22 percent were welfare recipients.

The program, conducted in ECI's clinic facilities by certified professional staff, contained both academic and behavioral components. Academic emphasis was on basic skills and knowledge; behavioral emphasis was on personal problem solving and goal setting. Students were enrolled in the program for an average of 15.1 weeks, attending classes four hours per day.

Of 23 students completing the program, 17 passed the GED to receive high school equivalency certificates. Three others demonstrated abilities on the test commensurate to the grade levels appropriate for their age. Average academic growth for the completing students was 4.3 grade levels. Similar results were obtained for the non-URRD students.

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INTRODUCTION

Purpose of report

The purpose of this report is to provide a description and evaluation of Project PA-1, "URRD/ECI Pilot Program for Dropouts," funded for $25,000 by the Washington State Superintendent of Public Instruction under the Urban, Rural, Racial Disadvantaged Education Program (URRD) and conducted by Educational Consultants Incorporated (ECI) from February 2, 1976 to June 30, 1976. A final student follow-up report is due November 15, 1976.

"Hard core" dropout

The term dropout is defined here as any person of school age or older who is not attending public school and has not graduated from high school. To avoid possible "creaming" of the dropout population this project was aimed at "hard core" dropouts, defined as being under 19 years of age and meeting at least one of the following additional criteria: a score below ninth grade level on a standardized achievement test in either spelling, math, or word recognition; referral by the juvenile court; or suspension from school.

Not "dropout prevention"

This was not a "dropout prevention" program. It was for persons who had already dropped out and felt that their relationship with the regular school system had ended. Virtually all participants said they would not return to public school. Several of the students had attended the Everett School District's Alternative School, but had dropped out after that.

THE STUDENTS

The analysis of the project starts with a description of the students--how they were selected and who they were.

RECRUITMENT AND ENROLLMENT

Initial contacts

ECI staff recruited students through probation officers at the Snohomish County Juvenile Court and teachers and counselors in the Everett School District. Students and parents who had been referred by friends, relatives or school officials, or who had learned of the program through news media, contacted ECI directly.

Numbers of applicants

The URRD project was written for 25 students, but many more applied. Since most met the "hard core" definition and needed the help which only this program offered, ECI enrolled them up to the capacity of the teaching staff. The additional costs were absorbed by ECI. Altogether, 92 students participated in the program, of whom 27 were enrolled in the URRD project. Of the remaining 65, 57 (88 percent) met the URRD "hard core" qualifications. In this report students are described as either "URRD" or "non-URRD," depending whether or not they were enrolled in the URRD project. When this distinction is not made, the combined group is being referred

to. In addition to those who participated in the program another 25 students were screened and interviewed but, for various reasons, did not enroll. In 13 of these cases high school-aged students who applied were persuaded to stay in school or re-enrolling there. A further 25 were not even interviewed, due to lack of space in the program. Enrollment and applicant figures for the project are summarized in the following table:

NUMBERS OF APPLICANTS TO ECI

Enrolled			
URRD		27	
Non-URRD			
Qualified for URRD	57		
Not qualified	8		
Total non-URRD		65	
Total enrolled			92
Applicants not enrolled			25
Inquired but were not interviewed			25
Total applicants			142

GENERAL DESCRIPTION OF THE STUDENTS

Unhappy but eager to learn

The characteristics of the students were these: They tended to get in trouble and to be unhappy. They generally came from poor and troubled families which did not consider the schools to be important in their lives. The majority of the students expressed an inability to cope with one or more aspects of the public schools. Their test scores show academic problems, but they are of at least average intelligence and eager to learn, as evidenced by their voluntarily attending, or even inquiring about, ECI.

Problems in public school

Some of the dropouts expressed frustration with public schools ("You can't study at your own rate.") or complained about boredom there.("It's the same stuff year after year.") Even more expressed a need for academic help that they hadn't felt they were getting. Some felt belittled and rejected. ("They only like the football players." "They told me I was stupid if I couldn't do that problem after all this time.") Most of the youngsters expressed discomfort with the atmosphere of the schools they had attended; they lacked self-confidence and were treated without dignity. Most also expressed a concern that because they lacked credits (the result of prior problems), they would be unable to graduate until age twenty or twenty-one. Few had any idea of what to do with themselves; they were without alternatives and without direction. They felt they were failures and experienced the fears, frustrations and, in some cases franticness, that are a part of the syndrome of failure.

Feelings of rejection

The dropouts are adolescents, with all the special problems of that critical time of life, who needed some extra attention and didn't receive it. Their teachers, and often their parents, were too busy or preoccupied or unable to give them this attention, the lack of which was interpreted as rejection. Since people don't like to stay where they feel rejected, and since these students' families did not exert strong pressure to stay in school, they dropped out.

STATISTICAL DESCRIPTION OF THE STUDENTS

An analysis of the statistical data fills in the picture of these students.

Age: Average age at the time of enrollment was 16.0 years for the URRD group, 16.1 for the non-URRD. The range was 15 to 18 for the URRD group, 13 to 21 for non-URRD. None of the URRD, but 21.5 percent of the non-URRD students, were under 15 the time of enrollment.

Sex: The URRD group was 55.6 percent male; the non-URRD group was 67.7 percent male.

Race: The URRD group had 11.1 percent minority students and the non-URRD 14.5 percent. Two-thirds of the URRD minority students were black; two-thirds of the non-URRD minority students were Indian. (Census data show the non-white population to be 3.7 percent in the city of Everett and 1.7 percent in Snohomish County.)

Agency Involvement: 37.0 percent of the URRD and 29.2 percent of the non-URRD students were probationers, supervised by the Snohomish County Juvenile Court. An overlapping 22.2 percent of the URRD students were welfare recipients, compared to only 7.7 percent of the non-URRD students.

School District: 66.7 percent of the URRD and 73.8 percent of the non-URRD students had last attended school in the Everett district.

Educational Background: The averages are best presented in tabular form:

	Last Grade Attended	Pre-Test (WRAT)* in Grade Level Achievement			Average Deficiency
		Word Rec.	Spell.	Math.	
URRD	10.3	9.3	6.0	7.2	2.2 years
non-URRD	9.7	7.9	6.3	6.8	2.3 years

*For explanation of test, see Measures of Academic Performance, page 12.

Only 4 (non-URRD) students were functioning at or above the grade level they had dropped out of. At the other extreme, 22.2 percent of the URRD students had an average deficiency of 4 or more years. For 7.4 percent the deficiency was 5 or more years. For the non-URRD students the figures were 25.8 percent and 12.9 percent, respectively.

Reason for dropping out of school: The most common reasons given by the URRD students for having dropped out of school were boredom (26%), low skills (27%), didn't get along with the teachers (19%), suspended for poor attendance (19%), and wanted to complete faster (15%). The non-URRD students gave the same reasons in slightly different order: low skills (42%), suspended (30%), bored (23%), teachers (9%), and impatient (6%). (The percentages are not additive because some students gave multiple reasons.)

Only 11 percent of the URRD and 15 percent of the non-URRD students dropped out for reasons of personal circumstances: illness, marriage, pregnancy, employment or family problems. The remaining 89 percent of the URRD students and 85 percent of the non-URRD students dropped out because they weren't motivated to stay in school.

Time out of school: The URRD students had been out of school an average of 9.6 months before enrolling in the program, and 88.9 percent had spent most of the intervening time at home or on the streets. For the non-URRD group the figures are 7.6 months and 84.6 percent, respectively.

Source of referral to ECI: The largest source of referrals (66.7 percent of URRD students and 38.5 percent of non-URRD students) was friends or relatives. School officials referred 14.8 percent of the URRD and 20.0 percent of the non-URRD students, and juvenile probation officers referred another 11.1 percent of URRD and 20.0 percent of the non-URRD students. 11.1 percent of the URRD students and 23.1 percent of the non-URRD mentioned newspaper or television as having provided information about the program.

COMPARISON OF URRD AND NON-URRD GROUPS

Both groups similar

Generalizing the differences noted above, the URRD group included a larger proportion of girls and of probationers and welfare recipients; the non-URRD students showed a wider range of academic skill levels and ages. In all other characteristics the differences between the two groups do not appear to be significant. With the exception of a very few non-URRD students, all were "hard core." The ECI staff was unable to make any generalized distinction between the two groups: they all had difficult problems.

Dropouts want an education

One difference between the two groups, which has nothing to do with the students themselves, is the date of enrollment. The URRD students were nearly all selected during February while the non-URRD, as "overflow" students, were enrolled on average, two months later. This is reflected in the changing sources of referral, with officials of the schools and court making more referrals as they became more aware of the program and its results. The number of later enrollees who mentioned learning about ECI in the news media suggests a large population of dropouts who want an appropriate educational opportunity.

STUDENT NEEDS AND PROGRAM GOALS

Need for personal commitment

The dropouts had looked for and not found, either in school or after dropping out, a person or persons able and willing to personally commit to help them. When they found that commitment at ECI, they were not just willing, but glad to accept discipline, order and responsibility and to work hard for their success.

Tools for success

ECI's goal was to give the students the tools they required for a new and successful beginning in their lives. The program objectives included the following:

Stable lives

1. Establishing order and stability in the students' lives. For some, this meant finding a place to live; for most it meant establishing real communications with parents, guardians and court officials.

Self-concept

2. Establishing the students' self-respect and feeling of self-worth. This could only be accomplished through the attitude of the staff. The students needed to be shown that the staff really cared for each of them as individuals and were committed to helping them solve their problems, whether this meant devising a new means of explaining a mathematical concept or going with them to court to make sure that evidence was presented properly.

Academic ability

3. Helping the students acquire the skill and knowledge required for successful participation in our society. The students had to do the hard work of improving their reading, writing, computing, analyzing and articulating so that they could understand the world and interact effectively with it.

GED certificate

4. Helping the students obtain the necessary credentials. The high school diploma, or its equivalent, is necessary for most employment and for college. Although the requirement is not always formally stated, the person who does not have one is at a disadvantage: he lacks something that most other people have and take for granted. A person who has dropped out but has passed the GED test has demonstrated that he is

concerned for his education and has proven--most importantly to himself--that he is capable of educational achievement.

THE PROGRAM

The project was conducted at ECI's clinic, 2927 Colby Avenue, in Everett.

PROJECT SCHEDULE

Twelve week program

The program started February 2nd with 16 students, and new enrollments were accepted continuously until the end of May. The average program length was to have been ten weeks, but early in the project ECI decided to extend this to twelve weeks. The extra time was needed primarily to resolve personal problems which were occupying the students' minds and preventing them from concentrating on the academic program. Additionally, the staff wanted to provide more depth in portions of the academic program.

Administrative delays

Completion for many students was delayed by unforseen difficulty in obtaining permission to take the GED test. These delays increased the average time for completion to 15.1 weeks. State regulations prohibit persons younger than 18 from taking the GED test without permission of the last school district attended or the school district within whose boundaries the student resides. For most students this was the Everett School District. To obtain permission a hearing must be held at the school and a recommendation forwarded to the district office, which then prepares and sends the authorizing letter. The regulations allow the school district 30 days to respond to a request for permission. For the URRD students the process required 28 days on average and was over 30 days for one-third. Many of the permission letters, however, were later rejected by the Superintendent of Public Instruction's office as giving inadequate or improper reasons for granting permission. This prevented the students from obtaining official records of their test scores and their certificates.

Cause of delay

The Everett district officials, faced with the administrative burden of processing these requests for permission, stated that their primary administrative responsibility must be to those students who were still enrolled in their schools and asked ECI to see if another procedure could be worked out. Accordingly, ECI requested from the Superintendent of Public Instruction a waiver of the Everett district's involvement but received in response an opinion from the Attorney General's office stating that the regulations could not be waived.

Effects of delay

This administrative delay added nearly a month to the length of time students were in the program. Students who should have been taking the GED test were held back, blocking advancement of other students in the program. Because of this procedural jam, 25 additional dropouts who wanted to enroll could not even apply. Staff and students became very frustrated. The group of test-ready students formed an independent study class, but this proved unsatisfactory because, due to the disappointment of being near a goal but unable to reach it, attendance fell off.

Costs of delay

The average time to completion for the URRD students was 15.1 weeks. This program extension was accomplished at ECI's expense and at no cost to the state, but lack of funding made it necessary to terminate the program for the non-URRD students in June and excuse them for the summer.

STAFFING

Staffing schedule

During the period of peak enrollment the average daily attendance was about 60 students. At that time the program was staffed by six persons, all professional educators, three in the classroom and three doing counseling and administration. Professional qualifications of these staff members were described in the interim report. Later, one of the certified staff left and a teacher's aide, who has a B.A. degree in another field, was added. The aide worked under the close supervision of certified staff. (This classroom student-teacher ratio of 20 to 1 for a three-month program is equivalent to 80 to 1 on a year-round basis.)

INTAKE PROCEDURE

Academic testing

The first week (February 2-6) was spent in testing and evaluation. The Wide Range Achievement Test (WRAT) was used to determine students' basic level of word recognition, math, and spelling. For those students who were very low in language skills, the ECI Diagnostic Phonics Test was administered.

Initial counseling

During this first week an assessment was also made of the non-academic needs of the students. The staff became acquainted with the background and immediate personal problems of each student, including their reasons for dropping out of school and, when applicable, reasons for involvement with the court. Parents, guardians or probation officers were also interviewed, when appropriate, both separately and with the student. The purpose of these interviews was to develop with each student a set of goals and to instill in each one a sense of self-confidence. Every student entering the program after the first week also went through testing and a counseling session before starting classes.

EDUCATIONAL PROGRAM

Academic and behavioral components

The educational program had two major components which were of equal importance: an academic (cognitive) component, which included identification and treatment of skill and knowledge needs; and a behavioral (non-cognitive) component, which included motivation and counseling. These two components were interrelated and overlapped, so that distinctions made in this report are artificial but necessary for explanation. Additional components of the program were employment orientation and driver education.

CLASS STRUCTURE AND SCHEDULING

Ability grouping

Classes began on February 9, 1976. On the basis of the WRAT tests, three main ability groups were formed, a low group of students with a word recognition (reading) level below sixth grade, a middle group with reading levels between sixth and ninth grade, and an upper group with reading levels above ninth grade. Word recognition level was used as the placement criterion because much of the topical material was graded, and because math was taught mainly on an individual basis in all three groups. Those students who, either in classes or on the test battery, showed a wide discrepancy between their comprehension ability and word recognition ability were given individual attention in a separate class.

Short class hours

Classes were scheduled in two-hour blocks between 9:00 a.m. and 1:00 p.m. Previous experience had indicated that this intensive, short period was better suited to these students than a drawn-out six- or seven-hour day. One block consisted of language arts, history and literature, and the other of sciences and math.

ACADEMIC COMPONENT

Reading emphasized

The curriculum was divided into five major subject areas. Reading was emphasized as a major part of all areas, starting with basic word recognition technique and phonics in the lower group and progressing in the middle group with a major emphasis on developing the skills of learning from print: comprehension and the development of vocabulary and terminology, with some emphasis on speed. Students in the upper group used these skills to expand their knowledge. Subject areas and teaching methods were as follows:

English

Subject areas: The lower group started with the basic essentials of spelling and reading. As skills were developed, punctuation and compound sentences were introduced. The

middle group built on these skills and also studied capitalization, parts of speech, grammar, and usage. These areas were all further developed in the upper group.

Teaching methods: Lecture-discussion, written and oral exercises. Basic drills were used to gain familiarity with concepts and their application. A limited amount of composition was also included.

Mathematics

Subject areas: In the low class group, basic number concepts and simple arithmetic skills up to beginning fractions. In the middle group, fractions, decimals, percentages, weights and measurements. In the high group, perfecting of decimal skills, word problems, algebra and geometry.

Teaching methods: Basic concepts were introduced by lecture, then students worked on problems from workbooks. Students progressed at their own individual rates while roving instructors provided assistance and evaluation. Tests were given frequently to evaluate progress.

Natural Science

Subject areas: The emphasis was on developing a very basic understanding of the fundamental concepts of biology, chemistry and physics. In the low class group these were taught mainly as vocabulary, while in the middle and upper groups the scientific concepts and their development were presented with further emphasis on vocabulary and terminology.

Teaching methods: Informal lecture-discussion as well as slides, experiments, demonstrations and readings.

Social Studies

Subject areas: History, government and consumer affairs, with an emphasis on vocabulary development and understanding of basic concepts. In history, the time line of events and eras was emphasized. Again, these were presented primarily as vocabulary to the lower group, and the vocabulary was used and built on in the middle and upper groups.

Teaching methods: Informal lecture discussion and written and oral exercises. Some writing and basic drills were also included.

Literature

Subject areas: Literature was taught in the middle and upper groups only. Emphasis was on comprehension and interpretation

of prose, poetry and drama, including terminology and structure.

Teaching methods: Readings, followed by class discussion and comprehension exercises. Specific writing exercises, such as a sonnet emphasizing personification and metaphor.

BEHAVIORAL COMPONENT

Counseling

Necessity of counseling

The students had to be taught how to solve their personal problems or how to work out a plan for solving them, before they could effectively involve their minds in an intense academic learning experience. Students may be living in extremely difficult conditions and still benefit from such a program, provided they feel a sense of stability in their lives. However, fear or apprehension will grip a student's mind and not permit the attention which the academic program requires.

Problem solving

Counseling was provided as an integral part of the program before and after classes, during breaks, and in extreme cases during classes and on a 24-hour basis, when staff responded to messages left with the clinic's telephone answering service. The average student received six to ten hours of individual counseling, often with two staff members present. The emphasis in counseling was on teaching students the alternatives available in conducting their lives. They learned to build self-discipline and the skills and assurance to order their own lives through coping with adverse circumstances and, when possible, changing them. Staff members spent many hours in court on behalf of students, and in extreme cases, intervened in their behalf with families or community agencies. On other occasions the staff obtained employment for parents and scholarships for college-bound students. The counseling process was an intense and arduous task for the staff, requiring many long hours after class time.

Motivation

Motivational factors

Motivation was provided by the staff, the facilities and the structure and goals of the program. They all combined to convey to the students the message that they were unique, important individuals who, although they had not had successful experiences in school, were capable of success in future endeavors.

Staff attitude

ECI's staff were chosen not only for subject matter knowledge and teaching skills, but also for their ability to accept in a non-threatening manner students from diverse backgrounds

and with difficult personal problems. They created an informal but structured atmosphere in the clinic where students felt free to seek assistance. The staff felt a personal responsibility for the success of each student. They met on a daily basis to discuss individual students and develop means of helping them overcome academic, as well as personal, problems.

Facilities

The clinic facilities are conveniently located in Everett's central business district, close to public transportation and parking. The building, which was formerly a stock brokerage office, had been elegantly remodeled. ECI converted it to classroom use and it has become a very comfortable and pleasant place to work and study. It is equipped with carpeted floors and attractive furnishings, and many of the rooms have skylights. Classrooms are small and intimate, adding to the intensity of the learning experience. It is a first-class environment which eloquently says to the students--often for the first time in their lives--"You are first-class people and you will be treated first class here."

Success orientation

The short-term program with its tangible goals (usually passing of the GED test followed by college or a job), its many indicators of progress (use of more difficult text materials, progression through ability groups), and the open entry/open exit schedule which allowed students to complete the program and go on to something else as soon as they met their academic goals--all these combined to motivate the students to try and to succeed.

OTHER COMPONENTS

Employment Orientation

Job finding and career awareness

Towards the end of their academic programs, students were given a brief course in employment orientation and career awareness. The course covered job finding and job retention skills for those who were seeking immediate employment, and career awareness for those planning further education or vocational training. Topics included types of jobs, determining a suitable job, finding job opportunities, completing employment applications and resumes, employment interviews, employees' and employers' obligations, and educational and training opportunities. Mock job interviews were conducted and resumes were prepared. ECI staff provided individual assistance in obtaining employment or admission to and financial assistance at educational institutions.

Driver Training

Need for driver training

As the program progressed, ECI found that many of the students needed driver training. It is extremely difficult for a youth who has no driver's license to pursue further education or employment, but completion of a certified driver education program is a prerequisite to obtaining a driver's license in Washington state for persons 16 and 17 years old. No spaces were available for dropouts in the public schools' driver education classes, so ECI made arrangements with the ABC Safe Driving School to conduct classes at the clinic for a fee of $98.00 paid by the student. It was the only private driver education program in Snohomish County certified for 16 and 17 year old students by the Office of the State Superintendent of Public Instruction and the Department of Motor Vehicles.

Program description

The instructional program had two components: classroom and practical. The classroom component included 31 units of study, using programmed instructional materials which allowed students to progress at their own individual rates. Four sessions of practical driving experience were integrated with the classroom phase so that the same subjects were emphasized in both phases of the program at the same time. Practical sessions included emergency maneuvers as well as basic maneuvers, parking, local traffic, freeway, etc. During the practical sessions only one student was in the car with the instructor.

EVALUATION

Both academic and behavioral achievement were measured.

MEASURES OF ACADEMIC PERFORMANCE

Pre-Tests

Diagnostic tests

The standard pre-test was the Wide Range Achievement Test (WRAT). Scores are given in grade level equivalents. For example, a score of 9.6 means ability equivalent to the average student in the sixth month of the ninth grade. The WRAT is an excellent test for purposes of determining class placement, and it is easy to administer and score, requiring only about 45 minutes per student. The observant educator can also find evidence of specific learning problems in evaluating the results.

Additional tests

To obtain further information on student's reading abilities, tests of speed and comprehension were added for some of the entering students, mid-way through the program. At this time only non-URRD students were being enrolled. Students

whose WRAT word comprehension scores were 4.0 or greater were given the Educational Development Laboratories (EDL) Reading Efficiency Check. Those with lower WRAT scores were given the Spache Oral Reading Test and Comprehension Check. (Beginning readers were given the ECI Diagnostic Phonics Test, and the Peabody Picture Vocabulary Test was used with illiterates.)

Comprehension test results

The appropriate EDL test was given to 24 students. Only one had a comprehension level above 90 percent, but four showed comprehension levels below 50 percent. This indicates that the WRAT word recognition score is more likely to overstate than understate reading ability.

Post-Tests: The GED

GED: "High School Equivalency"

The major post-test was the General Educational Development (GED) test. This is often known as the "high school equivalency" test, and persons who pass it receive an attractive "Certificate of Educational Competence" from the Office of the State Superintendent of Public Instruction.

Value of GED certificate

Evidence of passing the test is considered equivalent to a high school diploma by most employers and colleges. For dropouts it is important evidence of competence and demonstrates that, although the individual is not in school, he or she has been measured against a difficult standard and found to be satisfactory.

What GED measures

The GED is a means by which people with various educational experiences can be compared with a group of high school students around the country in May of their senior year (grade 12.9). Rewritten annually, it is a ten-hour battery of five two-hour sub-tests: Correctness and Effectiveness of Expression (grammar and spelling), Interpretation of Readings in the Social Studies, Interpretation of Reading Materials in the Natural Sciences, Interpretation of Literary Materials, and General Mathematical Ability. It is "designed to measure as nearly as possible the major and lasting concepts generally associated with four years of high school instruction."* Access to and administration of the test are rigidly controlled by federal regulations. It is administered by colleges and school districts and ECI staff members have not seen it. These controls, together with the nature of the test, which requires a high proficiency of reading and mathematics skills and a wide range of specific knowledge, make "teaching the test" impossible.

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*The General Educational Development Testing Services of the American Council on Education, American Council on Education, 1974.

GED test results are reported in standard scores and in percentiles. The scores have been adjusted so that the median standard score is 50, and the standard deviation is 10 standard score units. Therefore, approximately 68 percent of the individuals in the norming group scored between 40 and 60. The 50th precentile would score 50.

Passing requirements

The criteria for passing the GED test vary from state to state. In some states a score of 35 or over on all five sub-tests constitutes a passing grade. (A standard score of 35 converts to seventh percentile.) In Washington, a minimum of 35 on each sub-test and an overall average of 45 (31 percentile) are required for passing.

How students compare

The tests have been nationally normed about every twelve years since the test's inception in 1943. The last norming was in 1967, in which the tests were administered in May to a sample of high school seniors in all states. Attempts were made to randomize the sample, but since less than 25 percent of the schools randomly selected volunteered to cooperate with the testing, it could be argued that the schools which agreed to participate were likely to score higher and were less likely to fear the outcomes of outside testing. As a result of this possible biasing of the norming process and the general (and highly publicized) decline in high school achievement in recent years, we can infer that at least one-third of high school graduates could not pass the GED test. Average scores for students in this project (those who passed as well as those who did not) were 46.7 (36.8 percentile) for URRD and 48.5 (44.0 percentile) for non-URRD students. In other words, these students performed as well as the upper two-thirds of high school graduates.

MEASURES OF BEHAVIORAL PERFORMANCE

Constructive activity

Behavioral achievement is measured by simpler means. The primary test is whether the student is pursuing a constructive activity when not enrolled in the program. Constructive activity is defined as regular (but not necessarily full-time) employment or a program of further education or training. Since the summer immediately after completion of the program is not a good time to make definitive observations, a follow-up will be made in October and reported in November. By then vacations will be over, college and school will have begun, and work activity will be normal. Other measures of behavioral performance include changes in personal habits noted by the staff and the comments of interested adults.

PROGRAM ACCOMPLISHMENTS FOR URRD STUDENTS

Evaluation of the Objectives which ECI set for itself in its proposal.

Academic growth

Objective 1.1: At least 90 percent of the students who complete the program will have reading, spelling and mathematics skills at a grade level appropriate for their age.

4.3 grade level increase

Evaluation: Of 23 students who completed the program, 17 passed the GED. Three other students' average scores were 43.2, 44.4, and 41.0, respectively. The grade levels appropriate to these students' ages are 11 for the first student and 10 for the other two. Their GED scores indicate that their skills were at those grade levels. Thus, the objective was met by 87.0 percent of the completing students. This amounts to an average increase for all completing students of 4.3 grade levels.

Behavioral growth

Objective 2.1: At least 80 percent of students remaining in the program for one month will report and/or demonstrate improved attitudes.

Evaluation:

Parent comments

1. Subjective observations: After a very short time in the program, attendance improved and, if an absence was necessary, the student would phone the clinic to obtain permission. Personal appearances also improved: shorter haircuts; cleaner, neater clothes. Parents and probation officers remarked on these changes and also wrote that a student who had previously "felt she was dumb," now "has found out that this isn't so and for the first time since grade school she has been excited about learning." One parent remarked that after only two days in the program he and his son were "really communicating--and not fighting--for the first time in years." Another mother wrote that her daughter "is finally beginning to realize that she need not feel inadequate and that she can be as successful as she wants to be. I dropped out of school at 16 and was a welfare recipient most of my adult years...I really know what it is to feel of little value. My daughter...not only gets out of bed in the morning without protest, she is eager to go to school.... When she was attending public school it was a constant hassle to get her to go. She hated it." Now she "even talks of college!!" These comments are typical of many letters and conversations.

2. Objective data:

Improved motivation

a. Dropout rate and reasons. Of four students who dropped out prior to completing the program, only one dropped out for lack of motivation. (Two students dropped out to go to work; one became pregnant and moved away.) Thus, the dropout rate due to lack of motivation was only 3.7 percent, compared to 89 percent when the group dropped out of public school.

Good
Good attendance

b. Attendance rate. Conversely, 23 out of 27 students (85.2%) completed their programs, whereas none had in public school.

41% already employed

c. Interim follow-up contacts show the following: Eleven students (40.7%) are working, including two in the military; five more (18.5%) are looking for work and three (11.1%) are planning to attend college. Only three (11.1%) are at home, not pursuing employment or education.

Further education

Objective 2.2: At least 50 percent of the students leaving the program will either re-enter public school, enter another educational or training program, or obtain employment.

Enrollment in fall

Evaluation: This evaluation is to be conducted in October. The interim results (see above) indicate that this objective will be met.

Advisory committee

Objective 3.1: By January 31, 1976, an advisory committee will be formed, consisting of parents, present and former students, representative of concerned public agencies and representatives of business.

Formation of committee

Evaluation: An advisory committee was formed, as required by the URRD regulations and as described in the proposal, but it did not meet as a body during the project. The purpose of such a committee was more than accomplished, however. Advisory committees are designed to make agencies responsive to the needs of their clients and the community. ECI achieved the necessary responsiveness through other means:

Responsiveness of ECI

1. A profit-oriented business, like ECI, operating on a fee-for-service basis, must be responsive to client needs in order to attract clients and earn fees. ECI demonstrated this responsiveness by attracting several times the number of students for whom fees were available under the URRD grant.

Community involvement

2. The needs of the students required working closely with many segments of the community: public schools, courts, police, city government, parents, employers, social service agencies. Working relationships were established to obtain specific help for individual students and to make the community more aware of the needs of dropouts.

Legislation

3. ECI is supporting legislation to provide a state-funded alternative education system for dropouts. As a part of that effort it is encouraging members of the community who are concerned with the problem to make their views known. The House Education Committee's Subcommittee on Alternative Education met at ECI's clinic during the project and heard

from many of the participating students, parents and other members of the community.

GED success

Objective 4.1: All students who take the GED will pass it.

81% passed test

Evaluation: Of the 21 students who took the GED test, 17 (81.0%) have passed. Three of the others are still studying at home and will try to pass on a re-test. The fourth plans to re-enter ECI in September.

Re-enrollment

Objective 5.1: At least 80 percent of the students completing the program but not taking the GED will be re-enrolled in school at a grade level commensurate with their age.

Lack of credits

Evaluation: This won't be known until school starts in the fall, but the students who fall into this category are planning to return to ECI, not public school. None of them have earned enough credits to be re-admitted at an appropriate grade level.

Constructive activity

Objective 6.1: At least 80 percent of the students completing the program but not re-enrolling in school will enroll in a program of further education or training, or will become employed.

Evaluation in fall

Evaluation: This will be known in October. As noted above, interim results indicate that this objective will be met.

SUMMARY OF NON-URRD STUDENT ACCOMPLISHMENTS

Good motivation

Attendance: Of the 65 non-URRD students, 12 dropped out before completion. This is a rate of 18.9 percent, compared to 14.8 percent of the URRD students. The dropout rate due to lack of motivation was 6.2 percent.

12 completions; 67% employed

Completions: Of the 53 remaining students, 13 took the GED test and 12 passed. The student who did not pass and all the others are planning to return to ECI in the fall. Therefore, only the 12 can be considered completions. Eight of the 12 are working and three others are looking for work. The twelfth completer is at home for the summer but planning to attend college in the fall, as are two of the workers and two of the job-seekers.

ECONOMIC EVALUATION

Fee for service

ECI charges hourly fees for each student enrolled. Fees are $100 per week per student. On this basis, the value of services provided to URRD students was $41,179, although the project grant was for only $25,000. The difference was accounted for by the extra length of the program. ECI also provided services valued at $60,902 to non-URRD students.

The reasons that ECI contributed these additional services are:

Cost of delays

1. The project required that students ready to take the GED test be allowed to do so. Delays in obtaining permission prevented many students from being tested on schedule. ECI had to bear the cost of these delays. Additionally, ECI voluntarily added two weeks to the program.

Demonstration project

2. ECI is trying to persuade the leaders of state government that the state should pay for educational services provided to dropouts by educational clinics such as ECI's. This project was used as a demonstration, to the legislature and other segments of the community, of the needs of dropouts and ECI's effectiveness in meeting those needs. Attempts were made to secure additional funding to continue the program and, in anticipation of that, ECI responded to requests to admit as many more students as the staff could serve. When the funding was not obtained, however, these additional services became a contribution.

The project also showed significant economic benefits to the state:

Cost saving: institutions

1. Four of the participating students would have been placed in one of the state's institutions for juveniles had this program not been available. Since the average cost of institutionalization is $2,000 per month per child and the average stay is nine months, the saving to the state for these four students is $72,000.

Cost saving: welfare

2. Four of the students who are in welfare families and were previously unemployed are now working. Based on an average monthly grant of $55 per dependent child, the savings for these students will be $2,640 for the first year.

3. The following factors whould also be considered:

Cost saving: taxes

a. Increased future labor force participation and earnings among participants, as compared to other dropouts, and the taxes these individuals will pay throughout their lives.

Cost saving: unemployment, crime

b. Reduced unemployment, reduced dependency and reduced crime rates among participants as compared to other dropouts. (In 1971-72, 45 percent of the state's adult AFDC recipients and 70 percent of persons admitted to state correctional institutions were dropouts.)

$351.19 per grade level increase

Another measure of the economic performance of the project is to compare academic performance with cost. With students' achievement levels raised an average of 4.3 grade levels in 15.1 weeks at $100.00 per week, the cost per grade level

increase was only $351.19.

No hidden costs

Because ECI is a private business, its fees are not comparable to costs for public school or other conventional programs. ECI's fees are the total cost to the taxpayers, whereas the costs of school or other tax-exempt programs usually do not include depreciation of facilities, taxes and other direct and indirect subsidies from other sources.

SUMMARY AND CONCLUSIONS

Thousands of dropouts

As the evaluation results show, the program was extremely successful. It met critical needs in the lives of the students and put them on a productive course. It demonstrated and documented these needs and showed what can be done--quickly and inexpensively--for "hard core" dropouts by the clinical approach, with its emphasis on academic performance and behavioral problem solving. The students who participated in this project are typical of thousands of young persons in the state who have not benefitted adequately from the regular school system but would benefit from this system of alternative education.

Help from others

We appreciate the support and assistance of the many parents, public officials, and interested members of the community who helped make this project succeed.

STUDENT STATISTICAL DATA

The following forms present detailed statistical information on each of the students who participated in URRD Project PA-1, "URRD/ECI Pilot Program for Dropouts," conducted by Educational Consultants, Inc. in Everett, Washington, February through June 1976, and funded by the Washington State Superintendent of Public Instruction under the Urban, Rural, Racial Disadvantaged Education Program.

EXPLANATION OF INFORMATION ON DATA FORMS

Name. To preserve the students' privacy, only first name and last initial are given.

Age. Student's age at time of enrollment.

Race.

A. Caucasian
B. Black
C. Asian
D. Indian

School District. School district last attended.

A. Everett
B. Edmonds
C. Mukilteo
D. Monroe
E. Marysville
F. North Shore
G. Stanwood
H. Seattle
I. Tacoma
J. Renton
K. Job Corps, Oregon
L. George, Wash.

Grade Last Attended.

Date Last Attended. Month and year.

Dropout Reason. Reason or reasons the student left school.

A. Illness
B. Boredom
C. Low skills
D. Didn't get along with teachers
E. Suspended for poor attendance
F. Married or pregnant
G. Work
H. Wanted to complete faster
I. Family problems

Activity Since Then. Regular daily activity or status of the students between the time they dropped out of public school and the time they enrolled at ECI.

A. Work
B. Staying home
C. On streets
D. Baby sitting
E. Looking for work
F. Married
G. Reform school
H. Detention
I. Seeking another program
J. Seeking foster home

Probation. If checked, student was on probation under supervision of the juvenile court at time of enrollment.

Welfare. If checked, the student's family was receiving a welfare grant at time of enrollment.

Referred By. Source or sources of information about the program which led the student to come to ECI.

A. Friends
B. Police
C. School counselor
D. School principal
E. Relative
F. Probation officer
G. Newspaper article
H. Employer
I. Television program
J. The Shelter (Seattle Probation Program)

Enrollment Date. Month and day of 1976 when student enrolled at ECI.

Pre-WRAT. Scores, in grade level equivalents, on the Wide Range Achievement Test administered to students at time of enrollment to determine academic ability.

Comprehension, EDL/SPACHE. Scores, in percent comprehension, of reading comprehension tests given to some students at time of enrollment.

Date Dropped. Month and day of 1976 that students who did not complete the program last attended ECI.

Why Dropped. Reasons why students who did not complete the program dropped out of ECI.

A. Working
B. Reenter public school
C. Family problems
D. Moved
E. Pregnant
F. Detention
G. Lack of motivation
H. Emotional problems

Date Completed. Month and day of 1976 that students who completed the program or who are planning to return in the fall last attended ECI.

Post WRAT. Scores on Wide Range Achievement Test given to some students at completion.

GED Scores. Standard scores of students who took the GED test.

Follow-Up. Regular activity or status of the students during the week of July 19-23, 1976.

A. Working
B. Plan to attend college in fall
C. Staying home
D. Military Service
E. Pregnant
F. Looking for work
G. Return to ECI in fall
H. Still testing

EDUCATIONAL CONSULTANTS, INC.

SUMMARY OF STUDENT DATA

URRD/ECI PILOT PROGRAM FOR DROPOUTS - 1976

__ NON-URRD
X URRD

	NAME	AGE	RACE	SCHOOL DISTRICT	LAST GRADE ATTENDED	DATE LAST ATTENDED	DROPOUT REASON	ACTIVITY SINCE THEN	PROBATION	WELFARE	REFERRED BY	ENROLLMENT DATE	PRE-WRAT						POST-WRAT					GED SCORES					
													WORD RECOG.	SPELLING	MATH	COMPREHEN. EDL/SPACH.	DATE DROPPED	WHY DROPPED	DATE COMPLETED	WORD RECOG.	SPELLING	MATH	GRAMM/SPEL	SOC STDYS	SCIENCE	LITERATURE	MATH	FOLLOW-UP
1	Carl B.	17	A	B	11	11/75	E	C	X	X	A	2/2	9.2	5.2	7.1				6/1	11.3	6.8	6.9						C/E
2	Jeanie C.	18	A	A	11	9/74	F/G	A/D			A	2/2	15.3	11.6	6.7				3/1				47	44	46	47	41	C/E
3	Robert C.	18	A	A	10	9/75	E	C			A	2/2	6.8	3.3	4.4		4/1	C/G										C
4	Donna C.	15	A	A	10	2/76	E	B			C	2/25	11.3	4.6	8.5				5/24	12.6	7.8	12.8	46	45	48	50	47	A
5	Gary D.	16	A	C	11	11/75	C	A/B	X		E	2/2	6.2	5.8	7.1				6/13	7.9	6.7	7.7	40	45	46	42	43	H/G
6	Ramona F.	17	A	B	9	6/74	C	A/B		X	H	2/9	3.5	4.3	5.3		4/5	E										E
7	Don G.	15	A	A	10	9/74	B/E	B/D			A	2/2	9.9	8.4	8.5				3/15	9.0	11.3	12.3	46	45	47	46	49	A/B
8	Bob H.	17	A	A	10	9/75	E	A			E/G	2/19	11.9	7.2	8.5				5/1				53	62	58	57	49	A
9	Scott H.	17	A	A	12	9/75	B	A/B	X		E/G	2/2	11.9	7.8	9.0				4/1	10.2	10.5	15.9	42	45	41	42	49	D
10	Laurie H.	17	A	A	11	9/75	G	A			A	2/2	6.9	5.5	6.9		4/1	A										A
11	Ron H.	16	A	B	10	3/76	H	A	X		F	3/10	8.1	3.0	7.4		5/15	A										A
12	Pam H.	16	A	A	9	9/74	B	A/B			D	2/2	12.4	9.3	7.7				7/20				47	47	41	55	39	A
13	Toni H.	16	A	A	9	9/74	B	B		X	A	2/2	11.3	7.4	4.4				4/27	12.2	9.0	7.1	46	53	45	47	39	F
14	Margaret K.	15	A	A	9	2/76	B/H	B			C	2/19	6.8	5.2	8.5				5/25	10.5	7.8	8.5	47	43	50	46	44	B
15	Mike K.	17	A	B	10	9/75	D	B	X		C	2/2	13.0	9.0	8.0				7/20				47	49	54	54	43	F
16	Wayne L.	16	B	A	10	4/75	C/D	B/C	X	X	E	2/2	8.9	4.5	6.5				7/20				44	45	44	48	41	H
17	Barbara M.	17	A	A	11	10/75	F	A/B			A	2/9	8.9	4.9	6.5				4/15	8.9	7.2	6.9	45	48	51	53	44	A
18	Holly M.	17	A	A	10	12/74	C	B/C			A	2/9	9.9	7.6	7.4				7/15				49	46	43	45	42	F
19	Louis M.	16	A	A	10	2/75	B	B/C	X		F	2/2	13.0	5.2	9.5				4/19				49	58	59	56	48	F
20	Chris P.	17	A	A	9	6/75	H	B/C	X	X	A	2/25	7.9	4.9	7.7				6/10	8.5	7.4	10.8	46	46	49	45	46	A
21	Richard P.	16	A	A	10	3/76	H	B	X		F	3/3	6.3	5.2	6.9				6/15				34	43	42	39	47	H/G
22	Evelyn S.	17	D	K	9	1/76	B/D	B/D			E	2/2	9.1	7.0	9.5				4/25	11.3	9.0	13.3	43	44	46	46	46	B
23	Stephanie S.	16	A	L	8	9/73	D	B/D			A	2/9	9.1	4.3	4.9				7/1	12.6	8.7	6.7						A/G
24	Kevin S.	16	A	C	10	9/75	B/D	B/C			A	2/2	13.2	6.3	8.0				5/1	12.6	6.3	10.8	49	53	54	54	45	D

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ECI 7/76

EDUCATIONAL CONSULTANTS, INC.

SUMMARY OF STUDENT DATA

URRD/ECI PILOT PROGRAM FOR DROPOUTS - 1976

__ NON-URRD
X URRD

	NAME	AGE	RACE	SCHOOL DISTRICT	LAST GRADE ATTENDED	DATE LAST ATTENDED	DROPOUT REASON	ACTIVITY SINCE THEN	PROBATION	WELFARE	REFERRED BY	ENROLLMENT DATE	PRE-WRAT: WORD RECOG.	PRE-WRAT: SPELLING	PRE-WRAT: MATH	COMPREHEN. EDL/SPACH.	DATE DROPPED	WHY DROPPED	DATE COMPLETED	POST-WRAT: WORD RECOG.	POST-WRAT: SPELLING	POST-WRAT: MATH	GED SCORES: GRAMM/SPEL	GED SCORES: SOC STDYS	GED SCORES: SCIENCE	GED SCORES: LITERATURE	GED SCORES: MATH	FOLLOW-UP
25	Teri S.	17	A	A	11	9/75	C	B/C	X		A	3/1	6.2	6.5	8.0				7/1				45	49	44	45	42	B/F
26	Vernon W.	16	B	A	9	10/75	C	B/C		X	E	2/2	2.8	3.0	4.9				6/4	5.2	4.9	5.7						A/G
27	Ken W.	17	A	G	10	5/75	C	A/B			G	2/9	10.2	6.3	6.5				7/1	10.2	7.0	8.0	41	46	45	49	45	A

ECI 7/76

EDUCATIONAL CONSULTANTS, INC.

SUMMARY OF STUDENT DATA

URRD/ECI PILOT PROGRAM FOR DROPOUTS - 1976

X NON-URRD
__ URRD

	NAME	AGE	RACE	SCHOOL DISTRICT	LAST GRADE ATTENDED	DATE LAST ATTENDED	DROPOUT REASON	ACTIVITY SINCE THEN	PROBATION	WELFARE	REFERRED BY	ENROLLMENT DATE	PRE-WRAT: WORD RECOG.	PRE-WRAT: SPELLING	PRE-WRAT: MATH	PRE-WRAT: COMPREHEN. EDL/SPACH	DATE DROPPED	WHY DROPPED	DATE COMPLETED	POST-WRAT: WORD RECOG.	POST-WRAT: SPELLING	POST-WRAT: MATH	GED SCORES: GRAMM/SPEL	GED SCORES: SOC STDYS	GED SCORES: SCIENCE	GED SCORES: LITERATURE	GED SCORES: MATH	FOLLOW-UP
1	Brenda B.	16	A	A	9	3/76	B	B			C	3/10	9.6	8.1	10.1				5/20	12.4	9.3	11.3	53	55	53	52	49	F/B
2	Jeff B.	17	D	A	10	1/76	C	B/C		X	D	4/19	5.2	4.0	4.9	80%			6/20									A
3	Keith B.	17	A	A	11	9/75	C/E	C	X		F	4/1	6.3	3.3	6.5				6/15	7.9	6.1	6.7	26	41	43	42		A/G
4	Jerry B.	14	A	A	9	1/76	E	C	X		F	2/17	11.9	10.5	6.9				6/15									G
5	Rick B.	21	A	A	10	9/70	C	G/A			A	3/1	6.9	3.7	7.4				5/20				41	51	48	52	45	A
6	Sharon C.	15	A	A	8	2/76	B/D	C			A	4/13	8.9	9.3	6.3				6/30	11,6	9.3	6.3						C
7	Chris C.	15	A	A	8	9/75	C	B			A/E	4/5	9.1	5.3	4.4				6/15	12.6	5.8	6.5						C
8	Erma C.	14	A	A	7	9/74	B	H			E	4/9	9.9	8.1	12.3	80%			6/28				42	46	54	52	46	B/C
9	Robert C.	14	D	B	8	9/75	B	C			A	3/22	8.3	7.8	8.5		4/22	C/G										
10	Brett C.	15	A	A	8	3/76	E/I	B/C			A	4/5	6.2	4.6	5.6	60%			6/15									G
11	Mary D.	14	A	A	7	1/75	B/C	C			A	4/9		2.6	4.4				6/15									G
12	Brian D.	14	A	A	8	11/75	E	B/C	X		F	3/22	7.0	4.3	3.4				6/15	8.9	6.3	5.7						A
13	Doug D.	18	A	B	10	1/75	C/E	A/B			A	2/2	8.9	4.3	8.5				6/25				45	45	48	42	45	A
14	Dave E.	17	A	A	12	3/76	H	E			G	4/19	11.9	8.4	6.7	80%			6/15									G
15	Pat F.	18	A	A	9	9/73	H	B/E			G	4/19	7,5	4.9	7.7	90%			6/15									G
16	Annette G.	16	A	A	11	11/76	C	B	X	X	C	2/9	2,2	2.6	2.9				5/25									G
17	Mark G.	13	A	B	7	9/74	B/D	B			A	5/10	7.7	6.7	5.7				6/13									G
18	James G.	16	B	B	10	11/75	C/E	C	X	X	F	4/19	6.9	4.0	6.9	70%	5/19	E										
19	Tim H.	17	A	A	8	9/74	C	B			D	4/12	3.5	4.6	4.4	Spache Levl 3			6/15									G
20	Larry H.	17	A	A	10	4/76	C/D	B	X		F	4/12	6.0	4.0	6.9	90%			6/15									G
21	Lila H.	15	D	A	9	3/76	E	B/C		X	A	4/19	4.4	3.7	4.9	60%			6/1	4.8	4.3	6.3						G/A
22	Todd H.	14	A	A	9	9/75	E	C/H	X		F	3/24	12.8	7.4	4.4				6/15									G/A
23	Randy H.	17	A	B	11	3/76	B/C	C	X		F	4/19	8.5	9.0	6.5				6/15									G
24	Don H.	16	A	A	9	4/76	E	B/C			C	4/27	6.8	6.5	5.7	90%			6/28									

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EDUCATIONAL CONSULTANTS, INC. SUMMARY OF STUDENT DATA URRD/ECI PILOT PROGRAM FOR DROPOUTS - 1976

X NON-URRD
__ URRD

	NAME	AGE	RACE	SCHOOL DISTRICT	LAST GRADE ATTENDED	DATE LAST ATTENDED	DROPOUT REASON	ACTIVITY SINCE THEN	PROBATION	WELFARE	REFERRED BY	ENROLLMENT DATE	PRE-WRAT: WORD RECOG.	PRE-WRAT: SPELLING	PRE-WRAT: MATH	PRE-WRAT: COMPREHEN. EDL/SPACH.	DATE DROPPED	WHY DROPPED	DATE COMPLETED	POST-WRAT: WORD RECOG.	POST-WRAT: SPELLING	POST-WRAT: MATH	GED SCORES: GRAMM/SPEL	GED SCORES: SOC STDYS	GED SCORES: SCIENCE	GED SCORES: LITERATURE	GED SCORES: MATH	FOLLOW-UP
25	Pat H.	17	A	A	10	9/74	C/G	A/B			A	2/9	7.1	3.3	6.5				6/15									A/G
26	Veronica H.	17	A	A	10	1/76	A	B			C	3/17	8.7	6.7	6.9				6/15									G
27	Tom J.	16	A	B	10	4/76	B	B/C			E/G	4/19	7.9	5.2	6.7	50%			6/15									G
28	Batty M.	15	D	A	8	9/75	C	B/C			A/G	4/29	6.8	5.3	6.3	10%			6/15									A/G
29	Lucy M.	16	D	A	9	11/75	E	B/C			A/G	4/29	8.3	6.7	7.4	50%			6/15									G
30	Teri N.	14	A	A	9	3/76	C/E	B			E	3/17	2.4	3.3	3.9				6/15	5.0	4.3	4.9						G
31	Gordon O.	16	A	A	10	3/76	B/C	B	X		G	4/21	9.3	7.2	6.9	80%			6/15	10.2	7.2	7.7	43	52	58	54	48	A
32	Laurie O.	16	A	A	10	3/76	C/E	B			A	4/19	6.3	5.2	4.9	60%			6/15									G
33	Nancy O.	14	A	A	9	1/76	E	B/C			C	4/19	8.3	7.0	5.7	60%			6/15									G
34	Mark O.	16	A	A	10	9/74	C	B			G	3/1	3.5	3.7	5.3		5/1	C/G										
35	Larry P.	17	A	A	10	4/76	B	I			G	4/19	8.9	7.8	11.8				6/25				44	50	51	46	42	A
36	Louis P.	15	D	B	8	3/76	C/E	B/F	X		F	3/17	7.7	7.8	4.9				6/15									G
37	Myron P.	17	D	B	10	4/76	C	B			C	4/19	6.6	4.6	6.3	90%			6/15									G
38	Rene P.	14	A	A	9	1/75	B/D	B			A	5/6	10.8	9.3	10.1				6/15									G
39	Chuck P.	16	A	A	10	10/75	C	B/C	X	X	F	2/9	2.0	1.8	2.9		5/20	D		3.2	3.3	2.9						G
40	Bud R.	18	A	A	8	9/72	C/I	A/I			C	3/12	11.6	12.4	14.4		6/1	A										A
41	Lou R.	20	A	B	12	1/75	C/E	B/C			E/A	2/10	9.9	5.8	4.5				6/15									C/F
42	Holly R.	16	A	A	10	2/76	E	B			C/D	5/10	8.7	8.4	6.3				6/15									G
43	Theresa S.	16	C	A	11	2/76	B/H	A/I			C	3/12	11.9	9.6	13.3				4/15	13.8	10.2	13.3	62	64	68	66	52	A/B
44	Vickie S.	15	A	A	9	9/75	G	B/I			G	4/29	6.3	7.9	5.7	40%			6/15									E/G
45	Chuck S.	17	A	J	11	4/76	C/I	B			I	4/26	7.3	4.3	11.3	100%			6/15									A/G
46	Cheryl S.	14	A	A	9	1/76	C	B			A	4/1	6.9	7.4	4.9	70%	6/1	E										G
47	Teena S.	17	D	A	11	3/76	D/E	C			A/G	4/19	9.1	9.3	6.3		5/20	A										
48	Rick S.	18	A	A	10	11/75	B/C	C	X		E	2/27	7.1	4.3	4.9		5/20	G										G

X NON-URRD
__ URRD

	NAME	AGE	RACE	SCHOOL DISTRICT	LAST GRADE ATTENDED	DATE LAST ATTENDED	DROPOUT REASON	ACTIVITY SINCE THEN	PROBATION	WELFARE	REFERRED BY	ENROLLMENT DATE	PRE-WRAT							POST-WRAT			GED SCORES					
													WORD RECOG.	SPELLING	MATH	COMPREHEN. EDL/SPACH.	DATE DROPPED	WHY DROPPED	DATE COMPLETED	WORD RECOG.	SPELLING	MATH	GRAMM/SPEL	SOC STDYS	SCIENCE	LITERATURE	MATH	FOLLOW-UP
49	Dan T.	17	A	A	12	5/75	H	C/E	X		F	3/17	9.1	7.8	6.9		5/15	A					46	46	57	45	45	A
50	Ed T.	17	A	A	12	3/76	G	A			A	4/26	12.8	9.0	8.5	70%	5/1	A										
51	Ed. W.	18	A	A	9	9/74	C/E	B/C			E	4/19	6.0	4.0	10.1	80%			6/15									G
52	Randy W.	17	A	A	9	2/76	C	B/C	X		C/F	2/9	3.2	7.6	6.9				6/15									G
53	Gregg W.	17	A	A	11	3/76	B	I			C	4/19	13.8	9.6	12.3	70%			6/25				49	50	59	46	54	A/B
54	Jack W.	19	A	A	11	9/74	C	B/C			G	4/19	2.8	2.6	3.9		6/1	C/H										G
55	Carol W.	16	A	A	9	2/74	B	A/B			A	2/24	11.6	9.0	9.0				6/15				49	51	48	51	45	A
56	Darell T.	18	A	A	11	4/74	B	B			A	4/19							6/15									G
57	Dave F.	14	A	A	9	9/75	E	G/H	X		J	5/3	8.7	6.8	5.3	60%			6/15									G
58	Brad J.	16	A		10	4/75	D	B			I	5/24	8.3	5.2	6.7				6/15									G
59	Valerie M.	17	A	A	11	5/76	E	B/C			E	5/14	10.5	9.0	7.1				6/15									G
60	Steve S.	16	A	F	10	5/76	I	B			I	5/24	6.9	4.6	3.9				6/15									G
61	Todd S.	14	A	F	9	5/76	E	B	X		I					70%	6/1	B										
62	Jackie W.	16	A	D	8	3/76	E	J	X		F	5/21	11.6	10.2	7.7				6/30				51	44	53	46	45	F
63	Lyle O.	16	A	F	9	3/76	E	C	X		F	4/19	8.9	6.5	8.0				6/15									G
64	Jamie M.	15	A	D	8	11/75	E/I	H/J	X		J	6/28	8.1	4.3	6.3				7/23									G
65	Bill M.	17	A	M	11	4/76	E	B/C			A	5/14							6/15				53	53	56	57	36	F/B

ECI 7/76

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REPORT

FOLLOW-UP STUDY

ECI/URRD PILOT PROGRAM FOR DROPOUTS

CONDUCTED BY
EDUCATIONAL CONSULTANTS, INC.
2927 COLBY AVENUE
EVERETT, WASHINGTON
FEBRUARY-JUNE 1976

SUBMITTED TO
WALTER E. BARBEE, SUPERVISOR
URBAN, RURAL, RACIAL DISADVANTAGED EDUCATION PROGRAM
GRANTS MANAGEMENT SECTION
SUPERINTENDENT OF PUBLIC INSTRUCTION
OLYMPIA, WASHINGTON

NOVEMBER 1976

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" they no longer exist who are without hope "

ABSTRACT

Educational Consultants, Inc. (ECI), a private educational clinic, conducted a state-funded project for "hard core" drop-outs in Everett, washington from February through June 1976. The students had been out of school an average of 9.6 months before enrolling in the program and had, at that time, an average academic dificiency of over three years. An earlier report detailed the academic performance of the students in the program. It included an average academic growth of 4.3 grade levels in 15.1 weeks.

The present report presents the results of a follow-up study conducted during October 1976 to determine whether the persons who had participated in the project were engaged in constructive activity, defined as employment or a further educational program. The study found 87% of the former participants employed or pursuing further education, after accounting for those who had returned to ECI or were confined to their homes for medical reasons.

BACKGROUND

Project description

During October 1976 a follow-up study was made of persons who had participated as students in Project PA-1,"URRD/ECI Pilot Program for Dropouts," funded for $25,000 by the Washington State Superintendent of Public Instruction under the Urban, Rural, Racial Disadvantaged Education Program (URRD) and conducted by Educational Consultants, Inc. (ECI) in Everett, Washington from February 2, 1976 to June 30, 1976. The project has been described in a previous report submitted in August 1976.

Student backgrounds

The project addressed both academic and behavioral needs of "hard core" dropouts. Participants had an average age of 16 at the time of enrollment. They had been out of school an average of 9.6 months and had academic abilities 2.2 grade levels below the grade they had left, based on standardized tests. Thus, their total academic deficiency at the time of enrollment was over three years. Additional indications of the students' problems were behavioral and social: 89 percent had left school due to lack of motivation; an equal proportion had not participated in any constructive activity between leaving school and enrolling at ECI; 48 percent were either welfare recipients, probationers from the juvenile court, or both.

Academic success

The academic effects of the program, described in the earlier report, included an average growth of 4.3 grade levels in 15.1 weeks for the 85 percent of the students who completed the program, based on pre- and post-tests.

BEHAVIORAL OBJECTIVES

Attitude and motivation

The program had both academic and behavioral components, "behavioral" being defined as pertaining to the students' attitudes and motivations. The students' academic success is itself a result of a positive change in these characteristics, but a more substantial confirmation of behavioral success was desired. Before they began the program, 88.9 percent of the students had engaged in no constructive activity since leaving school; they had spent their time at home or on the streets. The question to be answered was whether the participants would change their lives in a constructive manner, or whether they would return to the streets.

Constructive activity

To evaluate the effects of the program on the participants' behavior, ECI proposed a follow-up study to be conducted four months after completion of the project. If a large proportion of the former participants were found to be engaged in constructive activity -- either employment or participation in a program of further education -- then the project could be considered a behavioral, as well as an academic, success.

STUDY METHOD

Follow-up contacts

Information as to the participants' post-program activities was obtained by ECI staff from contacts with the participants themselves, in most cases, or by contact with parents or friends. The latter contacts were verified where possible. All contacts were made between October 1 and November 1, 1976.

RESULTS

Availability of participants

Of the 27 students who participated in the program, four were unable to pursue contstructive activity as defined above, either for medical reasons or because, not having completed the program earlier, they had re-enrolled at ECI. The following table shows the numbers of students in these categories:

PARTICIPANTS' ABILITY TO ENGAGE IN CONSTRUCTIVE ACTIVITY

Able to engage in constructive activity		23	85.2%
Unable, due to:			
Medical reason (pregnant)	1		
Medical reason (recent childbirth)	1		
Returned to ECI and still enrolled	2		
Total unable to engage in constructive activity		4	14.8%
Total participants		27	100.0%

87% success overall

Of the 23 students who were available to do so, 20 were engaged in constructive activities at the time of the follow-up. This is a behavioral success rate for the project of 87.0 percent. The following tabulation is a summary of these results:

ACTIVITIES OF AVAILABLE PARTICIPANTS

Engaged in constructive activity:			
Employed	16		
Enrolled in further education	4		
Total engaged in constructive activity		20	87.0%
Not engaged in constructive activity		3	13.0%
Total able to engage in constructive activity		23	100.0%

Analysis of follow-up contacts

Specific data on each student are given at the end of this report. Included as engaged in constructive activity are one person who will enter military service in December 1976 and another who will begin community college in January 1977. These individuals are known to be reliable and their applications have been accepted; therefore, their intentions were considered to have been carried out.

75% success for program dropouts

The figures in the tables include the four persons who dropped out of the program after approximately two months, before achieving their academic goals. Even this shorter period was effective: three of this sub-group (75.0%) are engaged in constructive activity.

Non-URRD students

A complete follow-up was not done on the non-URRD students who had also participated in the program, but the information which is available indicates a similar success rate.

EVALUATION OF PROPOSAL OBJECTIVES

Most of the specific objectives which ECI set for itself in its proposal were evaluated in the previous report. Others were to be evaluated by follow-up. Those objectives and their evaluations are as follows:

Objective 2.2: At least 50 percent of students leaving the program will either re-enter public school, enter another education or training program, or obtain employment.

83% success for students leaving program

Evaluation: Of the 24 students leaving the program, 20, or 83.3 percent, have done one of the above. For medical reasons, two students were not able to become employed or enrolled in another program.

Objective 5.1: At least 80 percent of the students completing the program but not taking the GED will be re-enrolled in school at a grade level commensurate with their age.

No re-enrollment in school without GED

Evaluation: Only one student fell into this category. The grade level commensurate with his age is grade twelve, but he had too few credits to be able to graduate with his class. He did not re-enroll, but is employed.

Objective 6.1: At least 80 percent of the students completing the program but not re-enrolling in school will enroll in a program of further education or training, or will become employed.

81% success for completers

Evaluation: Of the 21 students completing the program but not re-enrolling in school, 17, or 81.0 percent, have done one of the above.

91% success on GED test

An additional success of the program concerns the GED test. Two students who took the test in the spring have now passed it, raising the evaluation of objective 4.1 to a 90.5 percent passing rate.

SUMMARY AND CONCLUSIONS

Successful for "hard core" dropouts

This project has shown great success in both academic and behavioral areas. The follow-up results put to rest any fears that the program would produce "bums with GED certif-

icates." The participants were specially selected as "hard core" dropouts and nearly all are now leading constructive, productive lives.

Program should be expanded

The project was a very small one, but ECI is obtaining similar results with larger numbers of students on a daily basis. ECI has a proven system of curriculum, methodology and management which is capable of rapid expansion to meet student needs if funding is available. An expenditure of government funds for this purpose will yield significant savings in terms of reduced unemployment, welfare, law enforcement and corrections expenditures and increased tax revenue from higher incomes. These monetary benefits are in addition to the human benefits to the individual participants and their families. The need for this program is great and should be met now.

SUMMARY OF STUDENT FOLLOW-UP DATA

	NAME	ECI	EMPLOYED	EDUCATION	AT HOME	DESCRIPTION
1	Carl B.		X			Construction worker
2	Jeanie C.				X	Recent childbirth
3	Robert C.		X			Self-employed; auto mechanic
4	Donna C.			X		High school and beautician school
5	Gary D.				X	Seeking employment
6	Ramona F.				X	Pregnant
7	Don G.		X			Restaurant cook
8	Bob H.		X			Restaurant manager
9	Scott H.		X			On family farm; expects Forest Svc. job
10	Laurie H.		X	X		Sandwich bar and community college
11	Ron H.		X			U.S. Navy
12	Pam H.		X			Restaurant worker
13	Toni H.			X		Restaurant worker
14	Margaret K.			X		Community college
15	Mike K.		X			U.S. Navy
16	Wayne L.		X			U.S. Air Force
17	Barbara M.		X			Weyerhaeuser Company
18	Holly M.		X			Sears Roebuck
19	Louis M.				X	Seeking employment
20	Chris P.		X			Car wash
21	Richard P.				X	Seeking employment
22	Evelyn S.			X		Community college
23	Stephanie S.	X				Completing program
24	Kevin S.		X			U.S. Marines
25	Teri S.		X			Secretary
26	Vernon W.	X				Completing program
27	Ken W.		X			U.S. Navy